

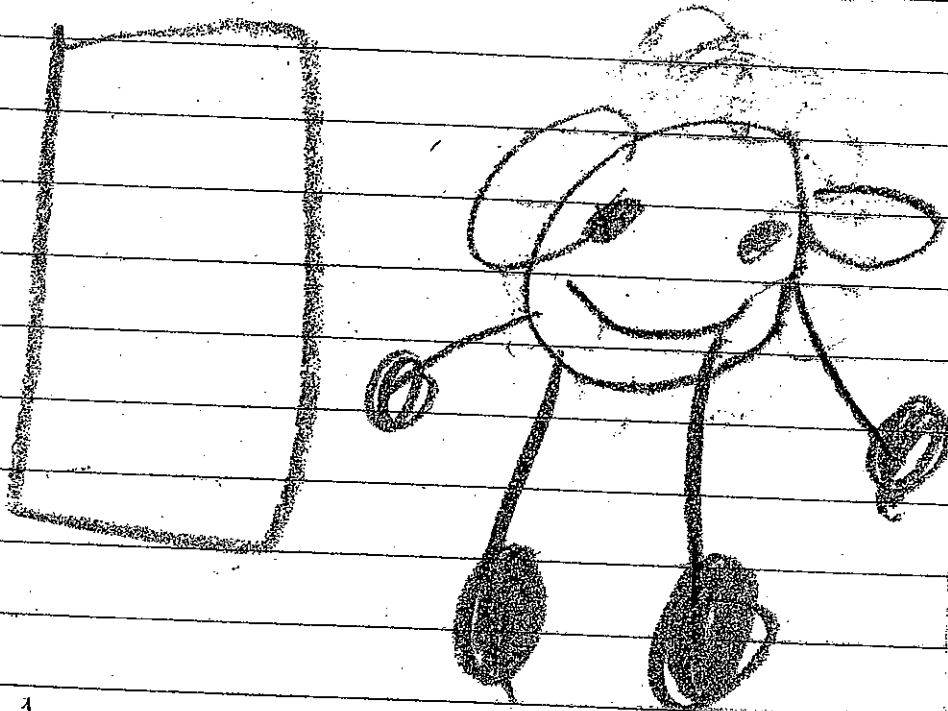
Reflective	Beginning			Developing		Competent (end of P/4)	
	Audience/Purpose	Engages in the act of writing without specific attention to meaning/purpose	Experiments with marks on a page	begins to identify growth as a writer	attempts to focus on the purpose of evaluating growth as a writer	begins to focus on the purpose of evaluating and/or analyzing growth as a writer	focuses on the purpose of evaluating and/or analyzing growth as a writer
Idea Development/Support	<ul style="list-style-type: none"> Engages in the act of writing without specific attention to meaning/purpose Experiments with marks on a page 	<ul style="list-style-type: none"> uses drawings, symbols, letter-like marks to represent words 	<ul style="list-style-type: none"> begins to identify growth as a writer begins to write a message to others 	<ul style="list-style-type: none"> attempts to focus on the purpose of evaluating growth as a writer chooses audience attempts to show awareness of audience attempts to use appropriate voice and/or tone 	<ul style="list-style-type: none"> begins to focus on the purpose of evaluating and/or analyzing growth as a writer begins to connect the significance of literacy experiences (reading, writing, speaking, listening, observing) to writing growth chooses appropriate audience begins to show awareness of audience's needs begins to use appropriate voice and/or tone 	<ul style="list-style-type: none"> focuses on the purpose of evaluating and/or analyzing growth as a writer connects the significance of literacy experiences (reading, writing, speaking, listening, observing) to writing growth chooses appropriate audience shows awareness of audience's needs uses appropriate voice and/or tone 	<ul style="list-style-type: none"> connects the significance of literacy experiences (reading, writing, speaking, listening, observing) to writing growth chooses appropriate audience shows awareness of audience's needs uses appropriate voice and/or tone
Organization	<ul style="list-style-type: none"> shows some evidence of directionality (top to bottom, left to right) 	<ul style="list-style-type: none"> demonstrates directionality attempts to have beginning, middle, and end 	<ul style="list-style-type: none"> begins to support ideas begins to write about literacy experience(s) 	<ul style="list-style-type: none"> attempts to present and support ideas with specific personal literacy experience (s) attempts to use details to connect literacy experiences to writing growth 	<ul style="list-style-type: none"> attempts to develop an engaging lead demonstrates logical order begins to use paragraphs begins to use transitions attempts to develop an effective conclusion 	<ul style="list-style-type: none"> writes an engaging lead places ideas and support in meaningful order uses paragraphs logically uses some transition words and phrases writes an effective conclusion 	<ul style="list-style-type: none"> presents and supports ideas with specific personal literacy experience (s) connects literacy experiences to writing growth uses appropriate support (e.g., examples, details) shows own thinking about writing growth applies characteristics of the genre
Sentences	<ul style="list-style-type: none"> may use some letters, strings of random letters, and/or a few words to resemble a sentence 	<ul style="list-style-type: none"> uses letters, strings of random letters, words to resemble a sentence, and/or some sentences 	<ul style="list-style-type: none"> uses word attempts or words to communicate a message begins to write in first person uses few sight words, especially those with particular meaning to the writer 	<ul style="list-style-type: none"> writes simple sentences 	<ul style="list-style-type: none"> writes in complete sentences begins to use some variety of sentence structure/length 	<ul style="list-style-type: none"> writes in complete sentences uses a variety of sentence structures/lengths 	<ul style="list-style-type: none"> writes in complete sentences uses a variety of sentence structures/lengths
Language	<ul style="list-style-type: none"> labels pictures or produces simple text using symbols or letter-like marks 	<ul style="list-style-type: none"> uses word attempts or words to communicate a message begins to write in first person uses few sight words, especially those with particular meaning to the writer 	<ul style="list-style-type: none"> shows some evidence of correct word usage (e.g., subject/verb agreement, correct use of "I" and "me") writes in first person begins to use a variety of words 	<ul style="list-style-type: none"> shows some evidence of correct word usage (e.g., subject/verb agreement, correct use of "I" and "me") writes in first person begins to use a variety of words 	<ul style="list-style-type: none"> demonstrates frequent, correct word usage (e.g., subject/verb agreement, correct use of "I" and "me") writes in first person uses a variety of words 	<ul style="list-style-type: none"> makes few errors in grammar and usage writes in first person chooses language appropriate for audience/purpose 	<ul style="list-style-type: none"> makes few errors in grammar and usage writes in first person chooses language appropriate for audience/purpose
Correctness	<ul style="list-style-type: none"> lacks spacing may use scribbles, letter-like marks, letter reversals, and/or strings of random letters 	<ul style="list-style-type: none"> uses some spacing between words uses letters to represent a word: uses other inventions or approximations to represent words ends a sentence (copied or dictated) with punctuation begins a sentence (copied or dictated) with a capital letter begins to show sound/letter correspondence 	<ul style="list-style-type: none"> uses some spacing between words uses letters to represent a word: uses other inventions or approximations to represent words ends a sentence (copied or dictated) with punctuation begins a sentence (copied or dictated) with a capital letter begins to show sound/letter correspondence 	<ul style="list-style-type: none"> uses sight words as well as approximations uses end punctuation begins sentence with capital letter shows sound/letter correspondence 	<ul style="list-style-type: none"> uses more correct spelling, less invention and approximation uses more correct end punctuation uses more correct capitalization 	<ul style="list-style-type: none"> makes few errors in spelling makes few errors in punctuation makes few errors in capitalization makes few errors in abbreviation 	<ul style="list-style-type: none"> makes few errors in spelling makes few errors in punctuation makes few errors in capitalization makes few errors in abbreviation

REFLECTIVE WRITING

BEGINNING WRITING

AUDIENCE /PURPOSE	<ul style="list-style-type: none"> Engages in the act of writing without specific attention to meaning/purpose Experiments with marks on a page 	<ul style="list-style-type: none"> begins to identify growth as a writer begins to write a message to others
IDEA DEVELOPMENT/ SUPPORT	<ul style="list-style-type: none"> uses drawings, symbols, letter-like marks to represent words 	<ul style="list-style-type: none"> begins to support ideas begins to write about literacy experience(s)
ORGANIZATION	<ul style="list-style-type: none"> shows some evidence of directionality (top to bottom, left to right) 	<ul style="list-style-type: none"> demonstrates directionality attempts to have beginning, middle, and end
SENTENCES	<ul style="list-style-type: none"> may use some letters, strings of random letters, and/or a few words to resemble a sentence 	<ul style="list-style-type: none"> uses letters, strings of random letters, words to resemble a sentence, and/or some sentences
LANGUAGE	<ul style="list-style-type: none"> labels pictures or produces simple text using symbols or letter-like marks 	<ul style="list-style-type: none"> uses word attempts or words to communicate a message begins to write in first person uses few sight words, especially those with particular meaning to the writer
CORRECTNESS	<ul style="list-style-type: none"> lacks spacing may use scribbles, letter-like marks, letter reversals, and/or strings of random letters 	<ul style="list-style-type: none"> uses some spacing between words uses letters to represent a word; uses other inventions or approximations to represent words ends a sentence (copied or dictated) with punctuation begins a sentence (copied or dictated) with a capital letter begins to show sound/letter correspondence

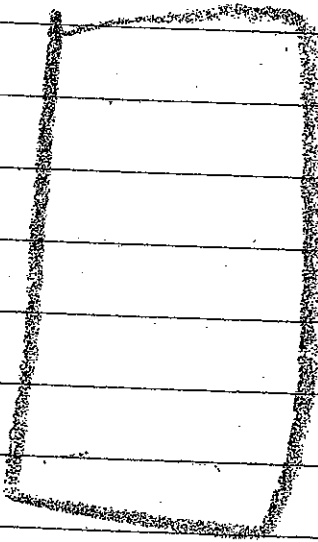
BEGINNING-REFLECTIVE



All by myself I can make a sandwich and get chips.

* Student dictated to teacher.

BEGINNING-REFLECTIVE



uses drawings to
represent words

All by myself I can make a
sandwich and get chips.

* Student dictated to teacher.

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BEGINNING-REFLECTIVE

WTLVAIIE



ne
6
10
10/2

T O I 2

BEGINNING-REFLECTIVE

engages in act
of writing

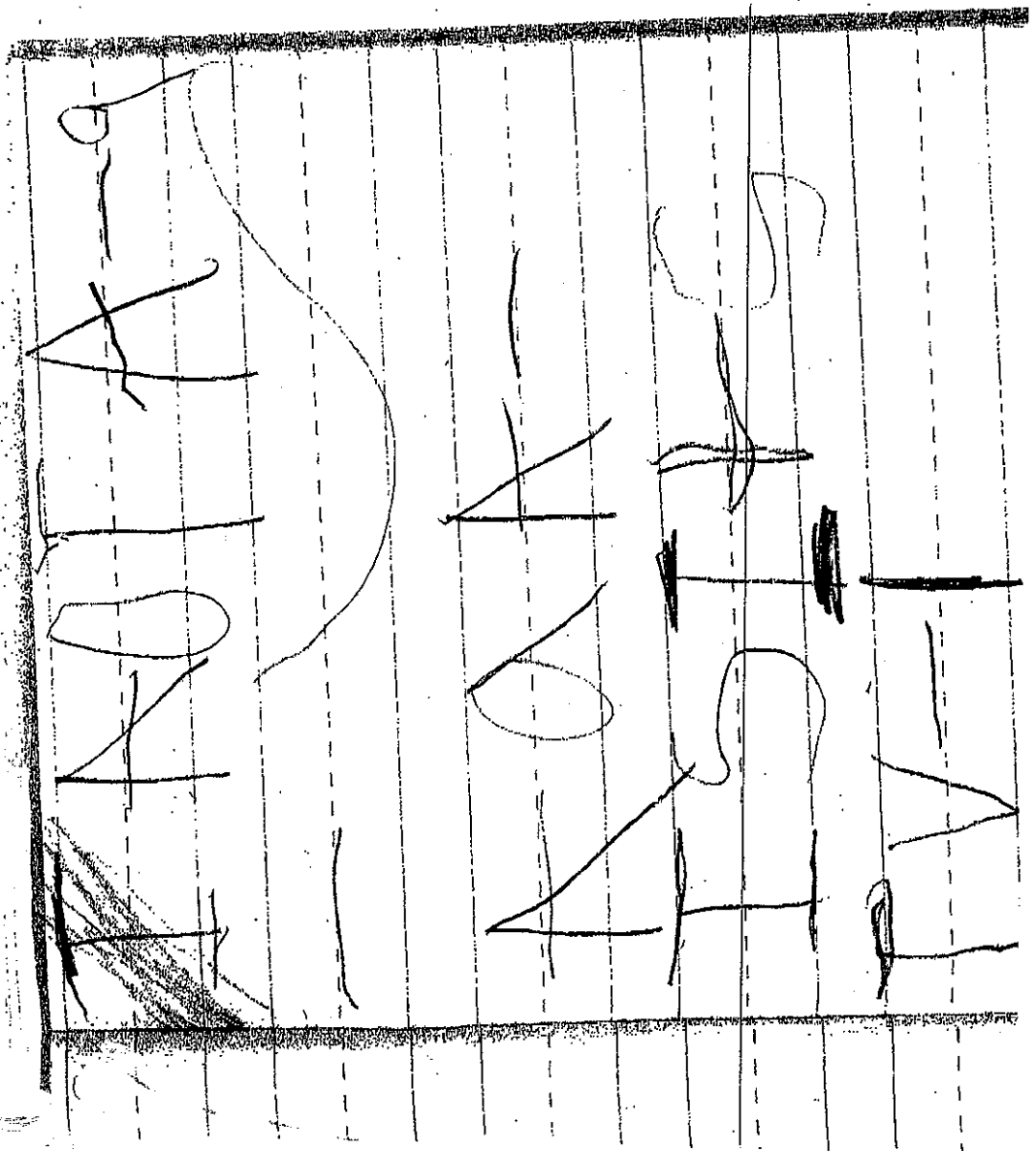
W T L V A I I K E

uses drawings
and letters to
represent
words

A
G
F
T
O
I
2



BEGINNING-REFLECTIVE

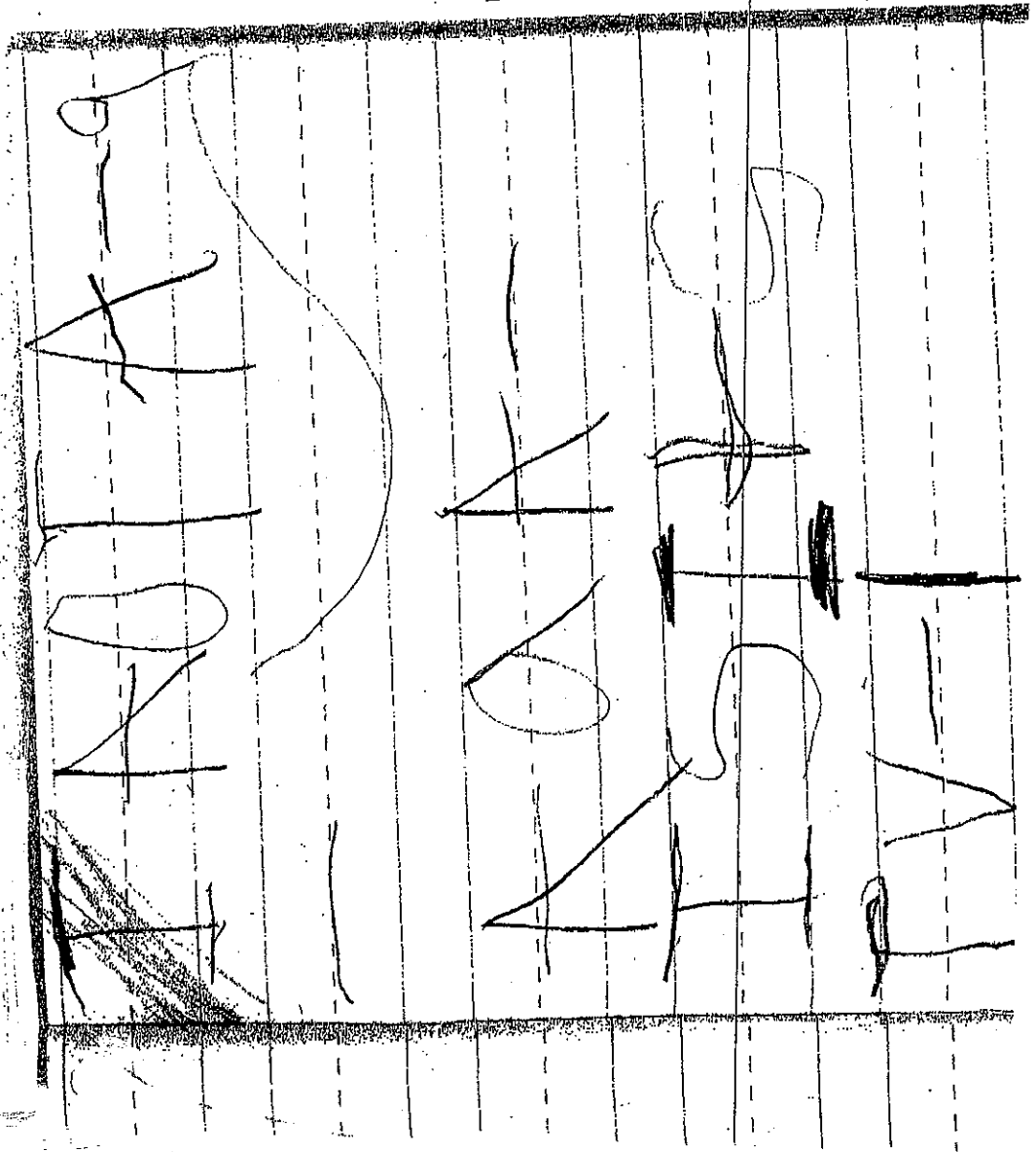


BEGINNING-REFLECTIVE

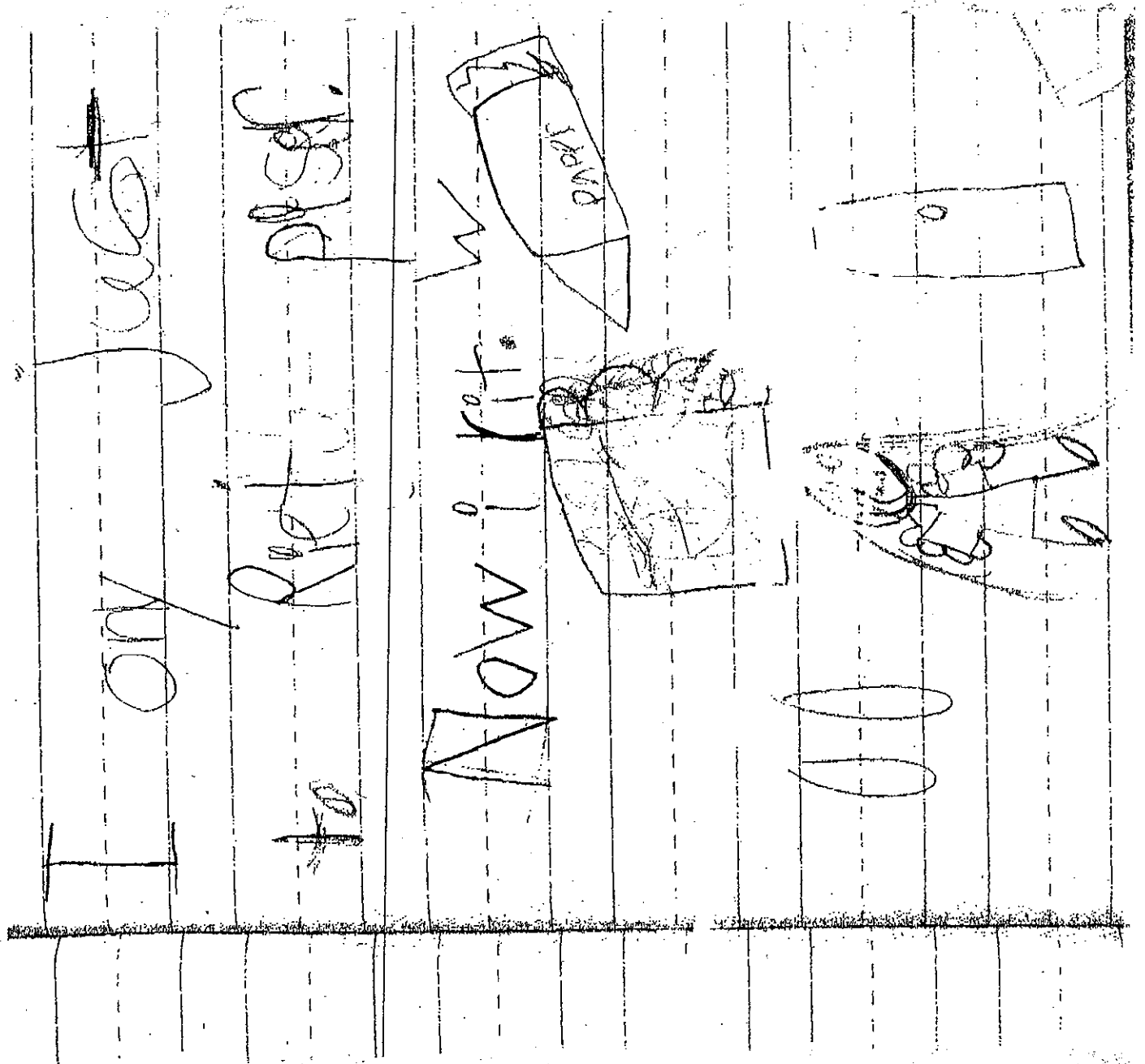
Engages in act of
writing

Uses letters to represent
words

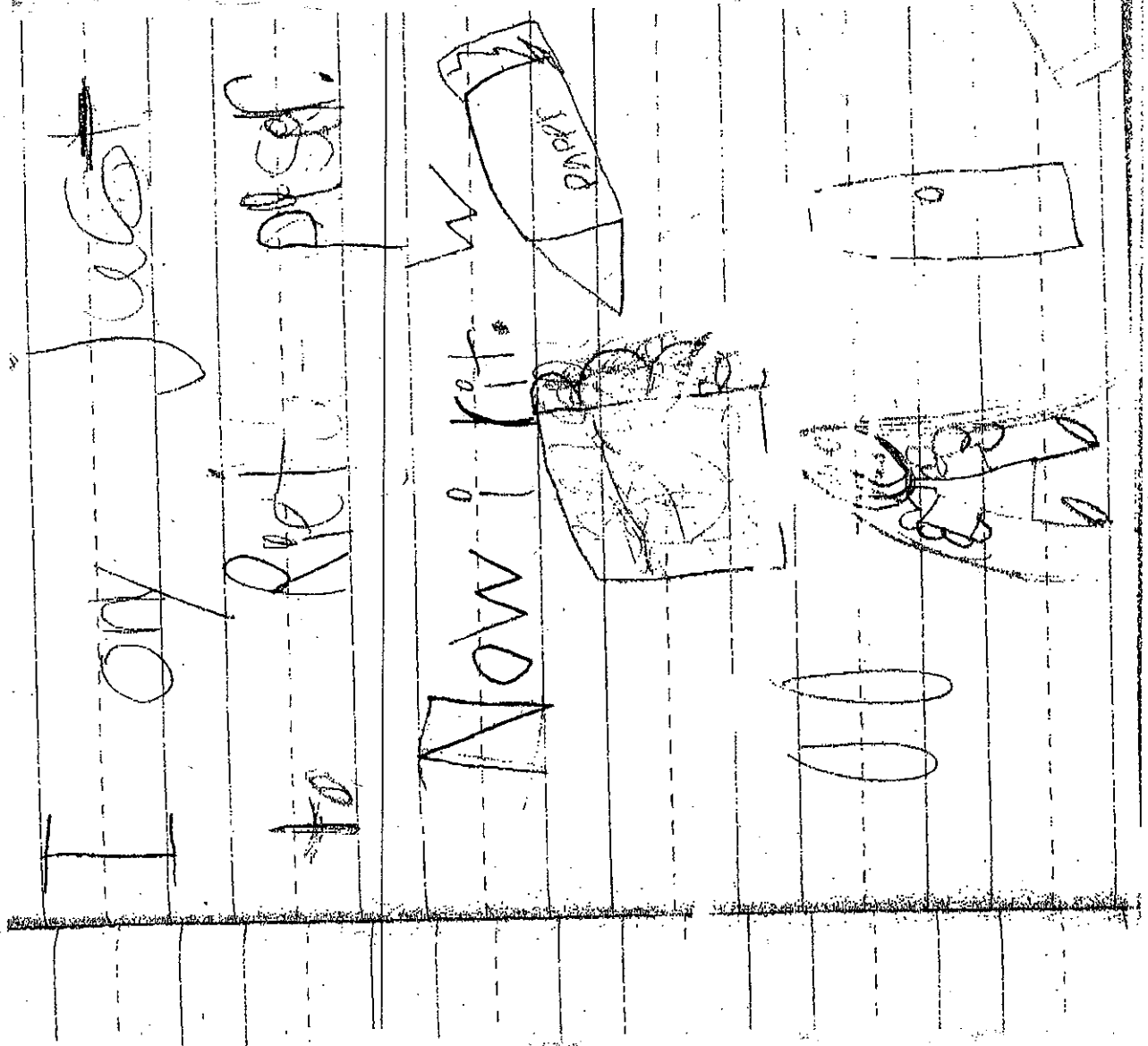
Shows evidence
of directionality



BEGINNING-REFLECTIVE



- attempts to identify growth as a writer
- writes a message
- attempts to support ideas with pictures
- directionality
- has a beginning and end
- writes some sentences
- writes in first person
- uses some sight words



how I'm
growing
as a
Better Writer

I did not know
if your writing
a poem that after
you write a line
that you left to
go to a new
line.

I still need
to work on
c but I
only have to normally
fix few problems
with c.

- attempts to identify growth as a writer

- Writes a message to others

- Writes in first person

- attempts beginning, middle, and end

How I'm growing as a Better Writer

I did not know if your writing

- attempts to support ideas with words

a poem that after you write a lie that you left to go to a new lie.

- Writes in sentences with punctuation

I still need to work on but I only have to normally fix tow problem with c.

Next Lessons

- * connecting literacy experiences to writing growth

- * supporting ideas with details/examples

- * spacing

Dear Mrs. P

I thank I improved a lot
now. I remember when we
were testing on words.

Love,

Dear Mrs. P

I thank I improved a lot
now. I reminder when we
were testing on words.

- Writes in first person
- attempts to write a message to others
- attempts to identify growth as a writer
- attempts to write about literary experiences

- demonstrates directionality
- Writes sentences with punctuation

Love,

Dear Mrs. P

It was fun wen You and B.

and W was doing a waltz. And

it is fun learning about new

words that we haven't learned

before. I like talking about

words that we don't know what

it means. Waltz was a word in

our story. And I couldn't read when

it was the beginning of the year.

But now I can read.

Love,

BEGINNING-REFLECTIVE

PG. 2

- attempts to write a message
- attempts to support ideas
- attempts to write about literacy experiences
- attempts to have beginning, middle, end
- writes sentences with punctuation

and capital letters

Dear Mrs. P

It was fun when You and B

and W was doing a waltz. And

it is fun learning about new

words that we haven't learned

before. I like talking about

words that we don't know what

it means. Waltz was a word in

our story. And I couldn't read when

BEGINNING-REFLECTIVE

BEGINNING-REFLECTIVE

it was the beginning of the year.
But know I can read.
Love,

REFLECTIVE WRITING DEVELOPING WRITING

AUDIENCE /PURPOSE	<ul style="list-style-type: none"> • attempts to focus on the purpose of evaluating growth as a writer • chooses audience • attempts to show awareness of audience • attempts to use appropriate voice and/or tone 	<ul style="list-style-type: none"> • begins to focus on the purpose of evaluating and/or analyzing growth as a writer • begins to connect the significance of literacy experiences (reading, writing, speaking, listening, observing) to writing growth • chooses appropriate audience • begins to show awareness of audience's needs • begins to use appropriate voice and/or tone
IDEA DEVELOPMENT /SUPPORT	<ul style="list-style-type: none"> • attempts to present and support ideas with specific personal literacy experience (s) • attempts to use details to connect literacy experiences to writing growth 	<ul style="list-style-type: none"> • begins to present and support ideas with specific personal literacy experience (s) • begins to use specific details to connect literacy experiences to writing growth • begins to use appropriate and varied examples • begins to show own thinking about writing growth • begins to apply characteristics of the genre
ORGANIZATION	<ul style="list-style-type: none"> • writes a beginning (lead), middle (body), and end (conclusion) • demonstrates some logical order • borrows structure from model 	<ul style="list-style-type: none"> • attempts to develop an engaging lead • demonstrates logical order • begins to use paragraphs • begins to use transitions • attempts to develop an effective conclusion
SENTENCES	<ul style="list-style-type: none"> • writes simple sentences 	<ul style="list-style-type: none"> • writes in complete sentences • begins to use some variety of sentence structure/length
LANGUAGE	<ul style="list-style-type: none"> • shows some evidence of correct word usage (e.g., subject/verb agreement, correct use of "I" and "me") • writes in first person • begins to use a variety of words 	<ul style="list-style-type: none"> • demonstrates frequent, correct word usage (e.g., subject/verb agreement, correct use of "I" and "me") • writes in first person • uses a variety of words
CORRECTNESS	<ul style="list-style-type: none"> • uses spacing between words • uses sight words as well as invention and approximations • uses end punctuation • begins sentence with capital letter • shows sound/letter correspondence 	<ul style="list-style-type: none"> • uses more correct spelling; less invention and approximation • uses more correct end punctuation • uses more correct capitalization

April 19, 2007

Dear Mr.

I'm a good writer now
but in Kindergarten I
couldn't write a whole sentence.
Now look at me. I am better
than the last 2 years. This
year I wrote poems, stories, letters
and used graphic organizers.

I am better in writing
in the last 3 years because
now I use stronger words. It
is important because it makes
the story more fun. I also
learned how to add details.
Details help the reader to
understand what happened.

connecting Reading about characters
helps me because it can help me
make my characters real.

Mrs. . . . read us a lot of
stories about animals saving stuff.
So I made my animal save stuff.

Also reading helps learn bigger words.

I am a better writer because Mrs. . . . help me a lot. She helped me by telling not to use so many ands. Sometimes you need to stop and put a period. So Mrs. . . . also helped me by telling me to read to make sure my writing makes sense. If it doesn't make sense the reader won't read it and put it up.

I hope you pick me in your class list because I'm a good writer.

Sincerely,

April 19, 2007

• chooses appropriate audience

Dear Mr.

I'm a good writer now
but in kindergarten I

couldn't write a whole sentence.
Now look at me. I am better
than the last 2 years. This year I wrote poems, stories, letters, and used graphic organizers.

• begins to use appropriate voice

• begins to show own thinking about writing growth

I am better in writing
in the last 3 years because I use stronger words. It is important because it makes the story more fun. I also learned how to add details. Details help the reader to understand what happened.

• begins to focus on the purpose of evaluating growth as a writer

• begins to use paragraphs

• uses first person

Reading about characters helps me because it can help me make my characters real. Mrs. read us a lot of stories about animals saying stuff. So I made my animal say stuff.

• begins to connect the significance of literacy experiences to writing growth

• begins to use specific details to connect literacy experiences to writing growth

Also reading helps learn bigger words.

• begins to use appropriate and varied examples I am a better writer because Mrs. . . . help me a lot. She helped me by telling not to use so many ands. Sometimes you need to stop and put a period. So Mrs. . . . also helped me by telling me to read to make sure my writing makes sense. If it doesn't make sense the reader won't read it and put it up.

• attempts to develop a conclusion I hope you pick me in your class list because I'm a good writer.

Sincerely,

DEVELOPING-REFLECTIVE

May 4, 2007

Dear Mrs. **K**,

I learned a lot this year. I have a lot to tell you. I will tell you what I am good at and what I learned. I am having a great time in misses **R's** grade class. I hope I am going to be in your class next school year. I will do my best if I end up in your room.

You will think that I am a good writer because I stay on topic. That is the number one thing I am good at. I learned how to do it when I did my first story. My first story was called the Mouton the Fish and my Family. But on my second story I needed to fix part of the topic. I still did my best. The story was called The Kitten and the Frog.

On stories I grab the reader's attention. On my story map I took notes to remember what's going to happen in the settings. Most of the time I need to monitor and clarify.

Reading helped me by grabbing the reader's attention and voice. When I read my favorite books I see where the author grabs my attention. And the author uses good voice for his character. That is how I got good at those things.

Listening helps by someone reading a story and all the important things are in the paragraph and those things get read out loud and it helps me a lot when I write my stories. Speaking helps me the same way.

I have good voice in stories. I am doing voice right now. I say it in my head without any **E** says this or **E** says that. I write down exactly what I say. When I started grade I didn't know how to do voice. Now I am good at it.

I do good future articles by staying on the topic that goes with the subtitle. The subtitle helps me to stay on the topic by giving me clues of what the topic is about. I hope I can be in your class next school year because I know you are a nice teacher.

Your new friend,

E

DEVELOPING-REFLECTIVE

May 4, 2007

• chooses audience

Dear Mrs. **K**

• writes in first person

I learned a lot this year. I have a lot to tell you. I will tell you what I am good at and what I learned. I am having a great time in misses **R's** grade class. I hope I am going to be in your class next school year. I will do my best if I end up in your room.

You will think that I am a good writer because I stay on topic. That is the number one thing I am good at. I learned how to do it when I did my first story. My first story was called the Mouton the Fish and my Family. But on my second story I needed to fix part of the topic. I still did my best. The story was called The Kitten and the Frog.

• demonstrates some logical order

On stories I grab the reader's attention. On my story map I took notes to remember what's going to happen in the settings. Most of the time I need to monitor and clarify.

Reading helped me by grabbing the reader's attention and voice. When I read my favorite books I see where the author grabs my attention. And the author uses good voice for his character.

That is how I got good at those things. • writes simple sentences

Listening helps by someone reading a story and all the important things are in the paragraph and those things get read out loud and it helps me a lot when I write my stories. Speaking helps me the same way. • shows some evidence of correct word usage

I have good voice in stories. I am doing voice right now. I say it in my head without any E says this or E says that. I write down exactly what I say. When I started grade I didn't know how to do voice. Now I am good at it. • uses end punctuation

I do good future articles by staying on the topic that goes with the subtitle. The subtitle helps me to stay on the topic by giving me clues of what the topic is about. I hope I can be in your class next school year because I know you are a nice teacher.

Your new friend,

E

• attempts to focus on evaluating growth as a writer

• attempts to present ideas with specific personal literacy experiences

• attempts to use appropriate voice

DEVELOPING-REFLECTIVE

Dear _____ grade Teacher,
At my old School I learned
exciting things about writing.
This is what I learned in second
grade. I learned how reading helps your
writing.

This year in writing I've
learned onomatopoeia. I've also
learned how to indent. I've
learned about how punctuation
helps the reader get excited.
I've also learned my five
Senses. I've learned that exclamation
marks can tell the reader how
you feel.

Reading helps me to be a
better Writer because... Reading
helps me get more and more and
more details to put in my
writing. Reading helps us get
ideas for our writing. Reading
helps with details in our
writing, we learned how to write
details from reading.

DEVELOPING-REFLECTIVE

- chooses audience

Dear _____ grade Teacher,
At My old School I learned exciting things about writing! This is what I learned in second grade. I learned how reading helps your writing.

- demonstrates some logical order

- writes in first person

- attempts to focus on the purpose of evaluating growth as a writer

This year in writing I've learned onomatopoeia. I've also learned how to indent. I've learned about how punctuation helps the reader get excited. I've also learned my five Senses. I've learned that exclamation marks can tell the reader how you feel.

- attempts to use details to connect literacy experiences to writing growth

Reading helps me to be a better Writer because... Reading helps me get more and more and more details to put in my writing. Reading helps us get ideas for our writing. Reading helps with details in our writing, we learned how to write details from reading.

- begins sentences with capital letter

DEVELOPING-REFLECTIVE

Last year Mrs. K taught me how to start a sentence with a Capital letter. She taught me how to never start a sentence with and. she taught me how to put spaces between my words but not really far. she taught me to not put my words close together to look like a big long word that don't make sense. she taught me how to write a personal narrative. She taught me that a personal narrative is about you or someone. She taught me how to make sentences make sense. She taught me that when you make a sentence make sense you have to put your words a little far from other words like I'm writing now. like if you're writing really close together like this Elmo is dancing. it was just an example. So if you ever see a child or me write like that tell us to fix it.

Sincerely,

DEVELOPING-REFLECTIVE

• Shows some evidence of correct word usage

Last year Mrs. K taught me how to start a sentence with a Capital letter. She taught me how to never start a sentence with and. she taught me how to put spaces between my words but not really far. she taught me to not put my words close together to look like a big long word that don't make sense. she taught me how to write a personal narrative. She taught me that a personal narrative is about you or someone. She taught me how to make sentences make sense. She taught me that when you make a sentence make sense you have to put your words a little far from other words like I'm writing now. like if you're writing really close together like this Elma is dancing. it was just an example. So if you ever see a child write like that tell us to fix it.

• Uses spacing between words

• Writes simple sentences

• Attempts to use appropriate voice

Sincerely,

DEVELOPING-REFLECTIVE

• chooses appropriate audience

May 2, 2007

Dear Kathryn Lasty,

• attempts to develop an engaging lead:

I would like you to know how you have helped me by writing all the books in the series: The Guardian's of Gra'Hooole. By reading those books they have helped me realize and understand what is needed in a complete and fully understood story.

• begins to use appropriate voice and/or tone

Your books helped me understand what is needed in a developed beginning, middle and end. In my story "A Spooky Tale of Ghost Hunters" I knew to explain the characters and begin to develop the problem first. Then I knew to start getting the characters to try and solve the problem and last I knew to have the end or conclusion.

• begins to connect the significance of literacy experience to writing growth

• demonstrate logical order

• uses more correct spelling

• begins to use paragraphs

Your book also helped me to develop great snap shots. An example

• begins to present and support ideas with specific personal literacy experiences

DEVELOPING-REFLECTIVE

in my personal narrative "The tree I cut down" is The tree was a pine tree in my backyard. The tree was about 15 yards tall. It was one of the trees in a little grove of trees in my backyard. • uses a variety of words

• begins to use appropriate and varied examples

I think I need to use better grabby leads than I use now. Some ways I think that will help me achieve my goal are: listen to mini lessons and look at examples. That will get my audience to want to read on and find out what happens. • begins to show own thinking about writing growth • writes in complete sentences

• begins to show awareness of audience's needs

I want to thank you again for writing the series: The Guardians of Ga'Hooole and helping me understand stories and become a proficient writer. • attempts to develop an effective conclusion

Your friend,

DEVELOPING-REFLECTIVE

5-04-07

Dear Grandma,

I am writing to you to
tell you Thanks! Now remember
how you would sit down and
read and how you always asked
me questions and tell me to
write a short summary. I enjoyed
it even though you asked so
many questions. That's why I'm
a good writer today. Thanks
a lot.

use The books that you read

DEVELOPING-REFLECTIVE

to me taught me to use details. In my story "Snowy Owl", I wrote the Snowy Owl had some black bars and large black talons and a curved beak. Also in my Snowy Owl story I said it had brown feathers.

Also the books that you read to me taught me to use a grabby lead. For example in my "Snowy Owl" story I put what

DEVELOPING-REFLECTIVE

blends in with snow? A

Snowy Owl:

I would like to improve by having rich vocabulary. This is important because it would make it sound more grown up.

I want to say one more time "thank you".

I am grateful for you because you help me so much and you are very, very nice and because you

DEVELOPING-REFLECTIVE

are cool and awesome. I

am very fortunate to

have a Grandma like you.

Love,

DEVELOPING-REFLECTIVE

5-04-07

Dear Grandma, • chooses appropriate audience

I am writing to you to • attempts to develop an engaging lead
tell you Thanks! Now remember

how you would sit down and

read and how you always asked • begins to show awareness of audience's needs

me questions and tell me to

write a short summary. I enjoyed

it even though you asked so • begins to use some variety of sentence structure, length
many questions. That's why I'm

a good writer today. Thanks

a lot.

• begins to use paragraphs
use The books that you read

DEVELOPING-REFLECTIVE

to me taught me to use

details. In my story "Snowy

Owl", I wrote the Snowy

- begins to connect the significance of literary experiences to writing growth

Owl had some black bars

- uses a variety of words

and large black talons and

- begins to use specific details to connect literacy experiences to writing growth

a curved beak. Also in my

Snowy Owl story I said it

had brown feathers.

- demonstrates logical order

Also the books that

you read to me taught

- begins to use appropriate examples

me to use a grabby lead.

For example in my "Snowy

Owl" story I put what

- uses more correct punctuation

DEVELOPING-REFLECTIVE

blends in with snow? A

Snowy Owl.

• writes in first person

I would like to

• begins to focus on the purpose of evaluating growth as a writer

improve by having rich

vocabulary. This is important

because it would make it

sound more grown up.

I want to say

• attempts to develop an effective conclusion

one more time "thank you".

I am grateful for you

• uses more correct spelling

because you help me so

much and you are very,

very nice and because you

DEVELOPING-REFLECTIVE

are cool and awesome. I

• begins to use appropriate voice and/or tone

am very fortunate to

have a Grandma like you.

Love,

Dear Mrs. R ,

You taught me the strength of writing I want to tell you what I have learned from you teaching me to get ready for third grade.

I learned to speak clearly because my class does meeting and we have discussions and it helps us speak clearly. It helps me become a better writer because it helps me not to confuse my audience. You have to think about what your going to write before your going to write it.

Soon I learned about beginning middle and end. We looked at many stories and wrote silly stories too. It helped me become a better writer because if I didn't put beginning middle and end in my story my audience would get confused. They wouldn't understand what happened in the beginning middle and end.

Another thing I learned is to monitor and clarify because I usually think that when I'm trying to put something in my story it won't make since. We read books and went back incase we didn't understand it.

Later we learned about questions. We asked each other about what we learned about earthworms and we had to keep the answers in are heads so we wouldn't forget what the other person said. It helps me become a better writer so that I can get my audiences attention and have the audience think about the questions.

After that we learned about transitions. We did some work on a piece of paper to see if we were listening and to see if we new what a transition word was. It helped me be a better writer so it would flow and sound better. If I didn't put transitions in my stories it would sound boring.

Finally I learned about having catchy sentences. We did something on the over head to get ready for a story that will get my audiences attention. It helps me be a better writer so that I get my audiences attention and so that they won't put it back and don't read it.

DEVELOPING-REFLECTIVE

I feel that I have improved more about the things that I have learned and that I get better and better every day. Now I understand how it works and how I put it in a sentence.

Your friend,

DEVELOPING-REFLECTIVE

May 4, 2007

- chooses appropriate audience

Dear Mrs. R,

You taught me the strength of writing I want to tell you what

I have learned from you teaching me to get ready for third grade. • begins to connect the

• uses more I learned to speak clearly because my class does meeting and we have discussions and it helps us speak clearly. It helps me become a better writer because it helps me not to confuse my audience. You have to think about what your going to write before your going to write it. • significance of literacy experiences to writing

• begins to focus on the purpose of evaluating growth as a writer Soon I learned about beginning middle and end. We looked at many stories and wrote silly stories too. It helped me become a better writer because if I didn't put beginning middle and end in my story my audience would get confused. They wouldn't understand what happened in the beginning middle and end.

Another thing I learned is to monitor and clarify because I usually think that when I'm trying to put something in my story it won't make since. We read books and went back incase we didn't understand it. • begins to use paragraphs

• Uses transitions Later we learned about questions. We asked each other about what we learned about earthworms and we had to keep the answers in are heads so we wouldn't forget what the other person said. It helps me become a better writer so that I can get my audiences attention and have the audience think about the questions. • begins to present and support ideas with specific literacy experiences

• begins to show own thinking a writing growth After that we learned about transitions. We did some work on a piece of paper to see if we were listening and to see if we new what a transition word was. It helped me be a better writer so it would flow and sound better. If I didn't put transitions in my stories it would sound boring. • variety of sentences

• begins to show awareness of audience's needs Finally I learned about having catchy sentences. We did something on the over head to get ready for a story that will get my audiences attention. It helps me be a better writer so that I get my audiences attention and so that they won't put it back and don't read it. • begins to use appropriate examples

DEVELOPING-REFLECTIVE

I feel that I have improved more about the things that I have learned and that I get better and better every day. Now I understand how it works and how I put it in a sentence.

Your friend,

REFLECTIVE WRITING COMPETENT WRITING

AUDIENCE /PURPOSE	<ul style="list-style-type: none"> • focuses on the purpose of evaluating and/or analyzing growth as a writer • connects the significance of literacy experiences (reading, writing, speaking, listening, observing) to writing growth • chooses appropriate audience • shows awareness of audience's needs • uses appropriate voice and/or tone
IDEA DEVELOPMENT /SUPPORT	<ul style="list-style-type: none"> • presents and supports ideas with specific personal literacy experience (s) • connects literacy experiences to writing growth • uses appropriate support (e.g., examples, details) • shows own thinking about writing growth • applies characteristics of the genre
ORGANIZATION	<ul style="list-style-type: none"> • writes an engaging lead • places ideas and support in meaningful order • uses paragraphs logically • uses some transition words and phrases • writes an effective conclusion
SENTENCES	<ul style="list-style-type: none"> • writes in complete sentences • uses a variety of sentence structures/lengths
LANGUAGE	<ul style="list-style-type: none"> • makes few errors in grammar and usage • writes in first person • chooses language appropriate for audience/purpose
CORRECTNESS	<ul style="list-style-type: none"> • makes few errors in spelling • makes few errors in punctuation • makes few errors in capitalization • makes few errors in abbreviation

COMPETENT-REFLECTIVE

May 7, 2007

Dear Mrs. O

Have you ever wondered if people listen to your mini lessons? I do. Your mini lessons have helped me. You've also helped me pick out books. One of the books that I read and put some of the ideas in my writing is the BoxCar Children series. I'm so into those books. I'm so into your mini lessons too! Thank you!

One of the mini lessons you taught me is snapshots. I liked that lesson. I didn't put much detail in the writing pieces I did before. But now I do for example... In my story The Christmas Horse I wrote... Snowbell is a baby horse. Then I wrote... Snowbell has a shiny brown coat. His eyes were bright blue. Snowbell was 3 feet tall. He was called Snowbell because he had a Christmas bell on his neck. The bell was gold.

COMPETENT-REFLECTIVE

Another thing that you helped me with was putting more detail in my writing from books and getting excited so I can write on. for example... In my story The Christmas Horse I wrote... Snowbell wanted a friend. Then I wrote... Snowbell wanted a friend. He was very lonely. I went on and on and on. I got stuck the first time. I was not very excited, and I didn't want to write on. Then I started putting more detail.

Next year I want to have rich vocabulary. I really need to work on this. Rich vocabulary will bring my writing to a point that will grab the audience's attention.

Thank you for all the mini lessons you've taught me. I'm very grateful to have you as a grade teacher. Now I am a proficient writer. Now I love writing.

Love,

COMPETENT-REFLECTIVE

May 7, 2007

• chooses appropriate audience

Dear Mrs. O

• engaging
• lead

Have you ever wondered if people listen to your mini lessons? I do. Your mini lessons have helped me. You've also helped me pick out books. One of the books that I read and put some of the ideas in my writing is the Box Car Children series. I'm so into those books. I'm so into your mini lessons too! Thank you!

• writes in first person

• applies characteristics of the genre

One of the mini lessons you taught me is snapshots. I liked that lesson. I didn't put much detail in the writing pieces I did before. But now I do for example... In my story The Christmas Horse I wrote...

• shows awareness of audience's needs

Snowbell is a baby horse. Then I wrote... Snowbell has a shiny brown coat. His eyes were bright blue. Snowbell was 3 feet tall. He was called Snowbell because he had a Christmas bell on his neck. The bell was gold.

• uses appropriate support

COMPETENT-REFLECTIVE

• uses transitions

Another thing that you helped me with was putting more detail in my writing from books and getting excited so I can write on. for example... In my story The Christmas Horse I wrote... Snowbell wanted a friend. Then I wrote... Snowbell wanted a friend. He was very lonely. I went on and on and on. I got stuck the first time. I was not very excited, and I didn't want to write on. Then I started putting more detail.

• uses specific details to connect literacy experiences to writing growth

Next year I want to have rich vocabulary. I really need to work on this. Rich vocabulary will bring my writing to a point that will grab the audience's attention.

• evaluates and analyzes growth as a writer

Thank you for all the mini lessons you've taught me. I'm very grateful to have you as a grade teacher. Now I am a proficient writer. Now I love writing.

• effective conclusion

• few errors in correctness

Love,

Reflective Writing about Growth in Writing through Literacy

Grades 4-8

Skills List

The writer of a competent reflection about writing development through literacy skills demonstrates most or all of the following skills.

CONTENT

PURPOSE/AUDIENCE

- Maintains narrowed focus on the purpose of evaluating and analyzing growth as a writer through literacy experiences
- Connects and communicates the significance of literacy strand(s) (e.g., reading, writing, speaking, listening, observing) to writing growth
- Selects and targets an appropriate audience
- Meets and maintains audience's needs (e.g., reactions, questions, need for background information)
- Uses appropriate voice and/or suitable tone

IDEA DEVELOPMENT

- Develops ideas in order to support literacy growth
- Makes connections to literacy experiences and writing growth
- Analyzes and evaluates literacy growth for intended purposes
- Provides support (e.g., details and examples) that meets the needs of the audience to accomplish the purpose
- Applies characteristics of the genre (e.g., see skills lists for letter, personal essay)

STRUCTURE

ORGANIZATION

- Creates a logical context for reading (e.g., engaging lead, introduction)
- Places ideas and support in meaningful order
- Organizes logically and effectively in paragraphs
- Uses transitions and transitional elements effectively
- Concludes effectively

SENTENCES

- Writes in complete and varied sentences
- Demonstrates control and variety of sentence structure

Reflective Writing

CONVENTIONS

LANGUAGE

- Demonstrates control of grammar and usage
- Demonstrates appropriate language for audience and purpose

CORRECTNESS

- Demonstrates control of spelling and punctuation
- Demonstrates control of capitalization and abbreviation
- Makes few errors in correctness that does not interfere with the meaning of the piece.

As students move from grade to grade, they demonstrate growth in the control and complexity with which they use these skills.

Growing Into Writing

By: M. D.

Hey future fourth graders! Did you have to write writing pieces for a folder this year? You probably did. You probably had a feeling about writing, you either hated it, loved it, or did not mind writing at all. If you loved writing this year, writing next year will be a blast. If you either hated it or were ambivalent about writing, this feeling that you have this year probably will change once you get in fourth grade. This is because you will learn new things that will make your writing better, which will make you think differently about writing. Before I went to fourth grade I would say something like this, "We have to write another piece?! I really don't want to." Wow, do I think differently! Now, I would say something like this, "Yes! We have to write another piece! I can't wait to get started!" All of these things I am going to mention helped me become a better writer and might help you.

Walk Two Moons

First of all, when I read books, I find new things that I could put into my writing. When you read, you should

3/27/07

look out for new things too.

Reading Sharon Creech's Walk Two Moons in class, helped me mature as a writer. One way that Sharon Creech wrote this book was with a lot of detail. As I was reading it, I had a mind movie in my head. A part in the book that I felt like I was watching a movie was when a girl named Sal, found a bus that had crashed and her mom had been in it and died. After reading this part, I wanted to write like Sharon Creech, with a lot of detail. I wanted my reader to have a mind movie too. I learned how to write with detail and make a mind movie in my reader's head.

However, that is not the only thing that Walk Two Moons helped me with; It also helped me with wrap up endings. I used to write with boring endings but, immediately after reading this book, my head was filled with many ways I could end my stories. This book showed me that I could end my stories with something other than, "They all lived happily ever after!"

Walk Two Moons also helped me put personality into my characters. Sharon Creech put a lot of voice in her characters. My characters all had the same personality last year, they all agreed on everything. Because of this, my stories were not enjoyable. While I was reading this book, I

3/27/07

started making my characters unique. She put voice into her characters and made them unique through, what they said and their actions. I started doing this in my writing too.

Yet, more things helped me become a better writer; not just this. Like what I am about to tell you about, something we do in class called, praises and suggestions.

Praises and Suggestions

In my class we do something called praises and suggestions. This is when, one person comes to the front of the room and reads one of their pieces. Everyone else has a sticky note and writes S on one side and P on the other. S is for suggestions and P is for praises.

When I went up to the front of the room and read my poem, "My Best Friend" and collected the sticky notes, one person wrote, "You lost the rhythm in the middle." I read my middle over and over again. This suggestion made me put new words into that part and take some words out. Which made my poem have better rhythm in the middle. This really made my poem sound better.

Doing this activity also helped me with million dollar

3/27/07

words. One sticky note also said, "More million dollar words." After reading this, I searched my poem for words I could change. I used a thesaurus and found million dollar words that I could put in their place. For example, I found the word tasty, I looked in a thesaurus and found the word toothsome.

Doing this activity really helped me use more million dollar words in my writing, which made my writing more distinguished like.

Another sticky note said, "Sounds like a short story." Straight after reading this, I started taking extra words out and putting it in poem form. My poem used to have something like this in it, "I love my dog. She is so nice. She is my best friend. She makes me feel good." After doing this, my poem said something like this, "My dog Lucy, who is comforting, my best friend." Doesn't that sound more like a poem?

I hope you learn as many things as I do when you do things like this in class.

Writing A Purpose Statement

Before we even write our first word on our piece, we have to write a purpose statement. This is when we write

3/27/07

in our writer's notebook what we want our reader to learn from our piece. After we write it, we highlight it and memorize it. This helped me stay on track when I was writing. Like when I was writing my Feature Article, I started to get off the subject on to something that was not on my topic. When my teacher read this she said, "Look back at your purpose statement. Is this on your purpose statement?" Without writing a purpose statement, I would have had a Feature Article that was full of things that I could write another whole Feature Article on.

Writing a purpose statement also helped me plan my piece out. In our purpose statements, we also included what format our piece was going to be in. This helped me visualize my piece and what it was going to look like before I started writing. If I had not been able to visualize my piece, I would have sat down and I would not have a clue on what I should put down.

Before you write, you should write a purpose statement. It really helped me and will probably help you.

Planning My Piece Out

After I write a purpose statement, I fill out several

3/27/07

plan sheets. You should do this too because it really helps. It helped me organize my Feature Article, "Stay Safe With Strays". Before I started writing I knew what I was going to put under each subtitle, because I already did on my plan sheet.

I hope you use plan sheets just as much as I do. Because they really help.

As a result, I have become the best writer I have ever been. I can now see my self as a writer when I grow up. I hope some of the things I have mentioned helped you because I know they helped me.

3/27/07

Growing Into Writing

- Selects and targets appropriate audience and carries this throughout

By: M. D.

Hey future fourth graders! Did you have to write writing pieces for a folder this year? You probably did.

You probably had a feeling about writing, you either hated it, loved it, or did not mind writing at all. If you loved writing this year, writing next year will be a blast. If you either hated it or were ambivalent about writing, this feeling that you have this year probably will change once you get in fourth grade. This is because you will learn new things that will make your writing better, which will make you think differently about writing. Before I went to fourth grade I would say something like this, "We have to write another piece?! I really don't want to." Wow, do I think differently! Now, I would say something like this, "Yes! We have to write another piece! I can't wait to get started!" All of these things I am going to mention helped me become a better writer and might help you.

- focuses on purpose of evaluating and analyzing growth as a writer throughout

Walk Two Moons

First of all, when I read books, I find new things that I could put into my writing. When you read, you should

3/27/07

look out for new things too.

• analyzes and evaluates literacy growth for intended purposes

• connects and communicates significance of literacy strand (reading) to writing growth
Reading Sharon Creech's Walk Two Moons in class, intended helped me mature as a writer. One way that Sharon Creech wrote this book was with a lot of detail. As I was reading it, I had a mind movie in my head. A part in the book that I felt like I was watching a movie was when a girl named Sal, found a bus that had crashed and her mom had

been in it and died. After reading this part, I wanted to write like Sharon Creech, with a lot of detail. I wanted my reader to have a mind movie too. I learned how to write with detail and make a mind movie in my reader's head.

However, that is not the only thing that Walk Two Moons helped me with; It also helped me with wrap up endings. I used to write with boring endings but, immediately after reading this book, my head was filled with many ways I could end my stories. This book showed me that I could end my stories with something other than, "They all lived happily ever after!"

• places ideas and support in meaningful order

• makes connections to literacy experiences and writing growth
Walk Two Moons also helped me put personality into my characters. Sharon Creech put a lot of voice in her characters. My characters all had the same personality last year, they all agreed on everything. Because of this, my stories were not enjoyable. While I was reading this book, I

3/27/07

started making my characters unique. She put voice into her characters and made them unique through, what they said and their actions. I started doing this in my writing too.

Yet, more things helped me become a better writer; ^{• Uses transitional elements effectively} not just this. Like what I am about to tell you about, something we do in class called, praises and suggestions.

Praises and Suggestions

^{• Organizes logically and effectively in paragraphs} In my class we do something called praises and suggestions. This is when, one person comes to the front of the room and reads one of their pieces. Everyone else has a sticky note and writes S on one side and P on the other. S is for suggestions and P is for praises.

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I hope you learn as many things as I do when you do things like this in class.

Writing A Purpose Statement

Before we even write our first word on our piece, we have to write a purpose statement. This is when we write

3/27/07

• meets and maintains audience's needs (background information)
in our writer's notebook what we want our reader to learn from our piece. After we write it, we highlight it and memorize it. This helped me stay on track when I was writing. Like when I was writing my Feature Article, I started to get off the subject on to something that was not on my topic. When my teacher read this she said, "Look back at your purpose statement. Is this on your purpose statement?" Without writing a purpose statement, I would have had a Feature Article that was full of things that I could write another whole Feature Article on.

• provides support

Writing a purpose statement also helped me plan my piece out. In our purpose statements, we also included what format our piece was going to be in. This helped me visualize my piece and what it was going to look like before I started writing. If I had not been able to visualize my piece, I would have sat down and I would not have a clue on what I should put down.

• analyzes and evaluates growth as a writer

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3/27/07

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• demonstrates appropriate language for audience and purpose

I hope you use plan sheets just as much as I do.

Because they really help.

As a result, I have become the best writer I have ever been. I can now see my self as a writer when I grow up. I hope some of the things I have mentioned helped you because I know they helped me.

• concludes effectively

• demonstrates control of grammar, spelling, etc.

Next Lessons

- * providing support with examples from own writing

3/27/07

GRADE 4-REFLECTIVE

March 13, 2007

Dear Mrs. L ,

Thank you for helping me learn how to be a great writer. You inspired me to write more. When I was in third grade, I wrote a lot, but this year, I think my writing has gotten even better since I've learned to include juicy words, metaphors, and similes. The writing resource guide has also helped give me useful writing ideas.

One thing that I learned was how to add descriptive words to my writing. When you read *Mrs. Piggle-Wiggle's Won't-Take-a-Bath Cure* to me, I liked how the author explained how Patsy looked. Without even seeing the picture, I could imagine how filthy she was. I wanted to add strong, juicy words like that to my memoir. I first wrote, "It had sunflowers and different colored blocks." That was boring and I wanted my reader to imagine what the quilt looked like. I went back and changed it to "bright yellow sunflowers and brilliant colored blocks". Can't you picture it in your mind?

Another thing we talked about was metaphors and similes. They both make comparisons to help us see what a character is like. In the book about Mrs. Piggle-Wiggle, Patsy screamed and kicked like a wild animal. I could imagine her jumping like a wild horse leaping and neighing. When I wrote about picking flowers with my grandma, I said that the daisies smelled like spring. It is a sweet, new, fresh smell. I used a simile in my poem, too. Can you imagine how excited the kids are to get extra recess when I write, "We zoom out the door like cheetahs searching for their prey"? Using similes paints a picture.

Something else that has helped me to become a better writer was learning how to use my resource guide. I used Yellow Duck as a model for writing my how-to piece on

GRADE 4-REFLECTIVE

doing division. I also love using onomatopoeia words like Aaah! I didn't use onomatopoeia in my portfolio pieces, but I do use them in my diary. (It's the one you gave me for Christmas.) When I get mad at my mom or dad, I scream in my diary, "Aaah!" If anybody read it, they could see that I'm really mad. You and Mrs. R always say, "Make sure you show. Don't tell."

I hope that you can see how much you have helped me. I even remembered to use the resource guide to help me write this letter. You encouraged me to write in my journal at school, and now I write in my diary at home, too. Thank you for being such a good teacher and inspiring me to become a better writer.

Love,

E

GRADE 4-REFLECTIVE

March 13, 2007

Dear Mrs. L,

Thank you for helping me learn how to be a great writer. You inspired me to write more. When I was in third grade, I wrote a lot, but this year, I think my writing has gotten even better since I've learned to include juicy words, metaphors, and similes. The writing resource guide has also helped give me useful writing ideas.

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explained how Patsy looked. Without even seeing the picture, I could imagine how filthy she was. I wanted to add strong, juicy words like that to my memoir. I first wrote, "It had sunflowers and different colored blocks." That was boring and I wanted my reader to imagine what the quilt looked like. I went back and changed it to "bright yellow sunflowers and brilliant colored blocks". Can't you picture it in your mind?

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grandma, I said that the daisies smelled like spring. It is a sweet, new, fresh smell. I used a simile in my poem, too. Can you imagine how excited the kids are to get extra recess when I write, "We zoom out the door like cheetahs searching for their prey"? Using similes paints a picture.

Something else that has helped me to become a better writer was learning how to use my resource guide. I used *Yellow Duck* as a model for writing my how-to piece on

• focuses on purpose of evaluating and analyzing growth as a writer

• communicates significance of reading to growth as a writer

• appropriate word choice

• control of punctuation

• evaluates literacy growth

• specific details about literacy experience

• organizes logically and effectively in paragraphs

• meets audience's needs

• variety of sentence structures

• focuses on purpose

• analyzes growth as a writer

GRADE 4-REFLECTIVE

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onomatopoeia in my portfolio pieces, but I do use them in my diary. (It's the one you

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• appropriate voice "Aaah!" If anybody read it, they could see that I'm really mad. You and Mrs. R
always say, "Make sure you show. Don't tell."

I hope that you can see how much you have helped me. I even remembered to use

the resource guide to help me write this letter. You encouraged me to write in my journal

• compound sentence at school, and now I write in my diary at home, too. Thank you for being such a good
teacher and inspiring me to become a better writer.

• concludes effectively

Love,

Ej

- selects and targets an appropriate audience - writes to teacher who helped with writing growth
- applies characteristics of reflective genre

GRADE 4-REFLECTIVE

3/24/07

Dear Mrs.

You have helped me improve my writing a lot from last year. When I look at my pieces from last year and compare them to this year, I see a big change in everything. At the beginning of the year I used to hate writing, but by the end of this year I'm glad when you say "Get out your writers notebook" because I know I'll learn something new. Writing had come hard for me at the beginning, but you made it easier by showing me a couple authors that had a writing style I liked.

My mentor author is a suggestion you made to me. Since you showed me Brian Jacques, I have added more humor in my writing. Brian Jacques first book Redwall inspired me to read more of his series. If I hadn't read one of his books my pieces would have been humorless. The hares with there English accent and perilous attitude make the book interesting. Brian Jacques makes me laugh when the hares make a joke. I always want to write like that, making my readers feel the humor I feel. I did that in my

GRADE 4-REFLECTIVE

feature article when I said *the sloth sleeps 18-20 hours a day, that is more than teenagers sleep.*

Read aloud has helped me use better word choice in my writing. The books you have picked out for read aloud have had the kind of writing style I like. Such as in the book the BFG, Roald Dahl made the book exciting by making up words. Instead of calling them gasses he said they were whizpoppers. So I've learned how to add made up words (other than ordinary words) in my writing. In my poem I used the word plummet instead of falls, to describe how the snow came down. By the end of the year I have noticed that I like English authors such as Brian Jacques and Roald Dahl.

Writing more in class has helped me become a better writer. My writer's notebook has helped me brainstorm and list my ideas. Reading over and over pieces in my writer's notebook has given me the idea of the reader. This has helped me know how my reader wants the piece to sound. I can also see how the piece might be boring, so I can add more action to the idea. I did this when I read over a piece talking how I got a bobble head. I saw

GRADE 4-REFLECTIVE

how I added to much dialogue and it made the piece boring, so I only used the dialogue I needed.

I wonder if you can give me another suggestion for an author, so I can improve my writing even more. Maybe next year my reading buddy will like a book that I will find interest in. I hope you know how I have grown as a writer in reading this year.

With All Due Respect,

3

GRADE 4-REFLECTIVE

3/24/07

Dear Mrs. • selects and targets appropriate audience

You have helped me improve my writing a lot from last year. • purpose
When I look at my pieces from last year and compare them to
this year, I see a big change in everything. At the beginning of • appropriate
the year I used to hate writing, but by the end of this year I'm voice
glad when you say "Get out your writers notebook" because I
know I'll learn something new. Writing had come hard for me at • specific
the beginning, but you made it easier by showing me a couple details about
authors that had a writing style I liked. • Complex growth as a
Sentence writer

• logical
context
for reading

• appropriate word choice

My mentor author is a suggestion you made to me. Since you • meets
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needs

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• connects listening to growth as a writer
• evaluates growth as a writer
• control of punctuation
• specific details

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• analyzes growth as a writer
• appropriate word choice for audience
• appropriate example
• Support placed in a meaningful order

GRADE 4-REFLECTIVE

how I added to much dialogue and it made the piece boring, so I only used the dialogue I needed.

I wonder if you can give me another suggestion for an author, so I can improve my writing even more. Maybe next year my reading buddy will like a book that I will find interest in. I hope you know how I have grown as a writer in reading this year.

• transition
• concludes effectively

With All Due Respect,

• applies characteristics of reflective genre

3

GRADE 4-REFLECTIVE

Dear Mom and Dad,

You might not know that you've made me become a better writer and I have started to enjoy writing. By taking me on the cruise and other fun adventures I have gotten lots of different ideas. I have written a piece called, Beach Day (my poem) which I got the idea for from the cruise. Two literacy skills that have helped me in writing are observing and reading. I would like to thank you for taking me on the cruise and opening all these doors for writing ideas.

It's been easier to write this year because over the last summer I was observing so many things. For example on our cruise, you had me writing down each ecosystem at each island. In Jamaica I wrote that some people there lived in caves and used leaves from nature to shield rain away. Everything I observed over summer has influenced me to become a better writer. I have even written a poem about Couzumel, one of the islands we visited on the cruise. I never noticed how helpful observing really was in my writing. The name of my poem was beach day which I got the idea from paradise beach at the island. An example from my poem would be were I said "cool breezes brushing over your beautiful tanned skin" and that's just from observing.

Observing has helped me as a writer because there are a whole lot of things you can examine. Observing has helped me in writing because it helps me to be more descriptive. An example would be "her nose is pink" in my poem, Rosy. Then I changed it to "her nose is as pink as a rose". Isn't that so much more descriptive? Another example would be my poem about chocolate, to observe it I let the chocolate melt in my mouth which made it easier to describe. Some words that came up in my head were mouth-

GRADE 4-REFLECTIVE

watering, dreamy, heavenly, etc. now you can probably understand how observing has helped me.

Reading has helped me as a writer too! Remember the book Goodnight Moon you read me almost every night before bed? That helps me as a writer because when you read it you make all the right voices for the right characters. This has helped me as a writer because it makes it easier to explain the characters personality. For example, when I am writing my writers notebook it's easier to make the characters come to life. An example from the book Samantha the Snob which I wrote about in my writers notebook. I said "She just stuck her nose straight in the air and said "Bye losers".

Observing and reading have helped me become a better writer since 3rd grade as I have also started to become a better reader and become much more interested in observing. I have a lot more ideas in writing because of this. From Beach Day (my poem) to The Daring Adventure (my personal narrative) I have gotten these ideas from books or from things I have observed. Thank you mom and dad for reading to me every night and giving me opportunities to observe things all over the world.

Love,

2

GRADE 4-REFLECTIVE

Dear Mom and Dad,

• selects and targets
an appropriate audience

• focused
purpose

You might not know that you've made me become a better writer and I have started to enjoy writing. By taking me on the cruise and other fun adventures

• engaging
lead

I have gotten lots of different ideas. I have written a piece called, Beach Day (my poem) which I got the idea for from the cruise. Two literacy skills that have helped me in writing are observing and reading. I would like to thank you for taking me on the cruise and opening all these doors for writing ideas.

• evaluates
and
analyzes
growth as
a writer

It's been easier to write this year because over the last summer I was observing so many things. For example on our cruise, you had me writing down each ecosystem at each island. In Jamaica I wrote that some people

• meets
audience's
needs

there lived in caves and used leaves from nature to shield rain away. Everything I observed over summer has influenced me to become a better writer. I have even written a poem about Couzumel, one of the islands

• appropriate
example

we visited on the cruise. I never noticed how helpful observing really was in my writing. The name of my poem was beach day which I got the idea from paradise beach at the island. An example from my poem would be were I said "cool breezes brushing over your beautiful tanned skin" and that's just from observing.

• connects
significance
of literacy
strand
(observing)
to growth
as a
writer

• specific
details

• evaluates
literacy
strand

Observing has helped me as a writer because there are a whole lot of things you can examine. Observing has helped me in writing because it helps me to be more descriptive. An example would be "her nose is pink" in my poem, Rosy. Then I changed it to "her nose is as pink as a rose". Isn't that so much more descriptive? Another example would be my poem about chocolate, to observe it I let the chocolate melt in my mouth which made it easier to describe. Some words that came up in my head were mouth-

• analyzes
growth

• appropriate
examples
meets
needs of
audience

• effective transitions between paragraphs

GRADE 4-REFLECTIVE

watering, dreamy, heavenly, etc. now you can probably understand how observing has helped me.

• appropriate voice

• connects significance of reading to growth as a writer
Reading has helped me as a writer too! Remember the book Goodnight Moon you read me almost every night before bed? That helps me as a writer because when you read it you make all the right voices for the right characters. This has helped me as a writer because it makes it easier to

• evaluates growth as a writer

explain the characters personality. For example when I am writing my writers notebook it's easier to make the characters come to life. An example

• transitional phrase

• specific supporting details
from the book Samantha the Snob which I wrote about in my writers notebook. I said "She just stuck her nose straight in the air and said "Bye losers".

Observing and reading have helped me become a better writer since 3rd grade as I have also started to become a better reader and become much more interested in observing. I have a lot more ideas in writing because of this. From Beach Day (my poem) to The Daring Adventure (my personal narrative) I have gotten these ideas from books or from things I have observed. Thank you mom and dad for reading to me every night and giving me opportunities to observe things all over the world.

• applies characteristics of reflective genre

• concludes effectively

Love,

2

The Kentucky Marker Papers
Committee did not find a sample
to fit the category

Fifth-grade Reflective

Submissions may still be sent to

Lee Ann Hager
500 Mero Street, CPT 1913
Frankfort, KY 40601

Phone: (502) 564-2106
Fax: (502) 564-6470

The Kentucky Marker Papers
Committee did not find a sample
to fit the category

Sixth-grade Reflective

Submissions may still be sent to

Lee Ann Hager
500 Mero Street, CPT 1913
Frankfort, KY 40601

Phone: (502) 564-2106
Fax: (502) 564-6470

Confessions of a Seventh Grader

Five days a week, at 7:45 a.m., the bell rings at my school. Each time it chimes I know it is time to begin class once more. With Cynthia Rylant by my side, I feel like school is fun and easy. She helped me discover how much I truly enjoy reading. Now, before you think this Newberry award-winning author is attending class at J_____ County Middle School, let me explain.

When I began seventh grade, all I could think was how cool middle school would be. My friends and I had always dreamed of being older so we could be cool and go to middle school. All I'd ever heard from my older brother was how many privileges you get and how awesome it is to be in middle school. So, here I am, in the great, awesome, cool, above and beyond anything middle school.

But, of course, the feeling of euphoria toward middle school didn't last. Do you want to know what one of the first things my language arts teacher assigned? It was to read a book called Missing May by Cynthia Rylant. The first thing that crossed my mind was, *Oh man I thought it was supposed to be cool, but we're doing my least favorite thing, reading.*

After we finished the book I discovered something that shocked me. I was amazed that I was enjoying reading. It is not my all time favorite thing

to do, but the book Missing May was so good I couldn't put it down. I am still picky about things I read, but Missing May was great.

There were many things that jumped out at me in the book. I had absolutely no trouble trying to picture what was happening in my mind. Cynthia Rylant used lots of dialogue such as, "May wouldn't have wanted you caring for yourself, child." It was so exciting and real it was like I was right there with the characters. Plus, the dialogue was a lot like the way that the people here in eastern Kentucky speak. My language arts teacher has always pushed me to include these types of things in my writings like Cynthia Rylant does in hers. Now that I think about it, I didn't realize how easy descriptive writing could be until I read Missing May. Now I have a better understanding of what my teacher says when she talks about good writing.

Reading in general has really helped me with my writing this year. It has helped me to choose more descriptive words, develop my hooks, and work on sentence structure. When I started writing my personal piece I had a very good idea of how to do it. Last year it was a different story. I had no clue where to even begin. After reading Missing May, I had a better idea of how to get people's attention and create more entertainment.

After reading good examples of writing I felt like using more descriptive words in my own writing. That is one of the things I do best in my memoir. In my memoir I describe what my brother's physical description looks like so that my reader could picture him in their mind. When I talk about his teeth I explain they are *pearly white* and I go into detail describing his height and eye color. I felt like that was more descriptive than just saying white by itself or saying something boring and confusing, like pitch white.

I also felt like my hook in my personal piece was catchy. I used three adjectives to capture the reader's attention so they would wonder what the paper was about. Therefore they would want to read more. I wrote: *Caring, brave, and helpful. What do these three words have in common?* I know I would want to read this paper if I was the reader. Plus, my teacher was interested in it too. I was really surprised by how much my sentence structure had developed since last year. In the second paragraph of my personal piece I had to talk about where my brother went to school, what he looked like, and his beliefs. I had to explain a lot about my brother. Without reading, I don't feel that I could have put this paragraph in order very well. I would have gotten sentences jumbled up and it would have made no sense. I would have been *pop corning* as my teacher last year always used to say.

I'm really happy with my writing this year and I think my memoir shows that I have come a long way.

Reading not only helped me with my personal piece, but it helped me in my transactive writing as well. My class had to write a feature article and since we had been studying nutrition in math class our math teacher decided she would help us to write a piece about it. She showed us how to search the Internet and find the amount of calories in certain foods. By now you are probably wondering how reading a book had anything to do with nutrition. Well, I was thinking this when my teacher told me we had to write an article; *Is she crazy?*

When I got to thinking about it I realized Missing May had really helped me with my memoir so I decided I needed something to help me with my nutrition piece as well. So I turned to magazines because I knew they were set up in article format. To help me out I read several articles from *Cosmo Girl*. At first I learned to get someone to read your writing, you have to have a good hook. I decided this was the first thing I had to accomplish. I saw that they started most of their articles by asking questions. I liked the way the author got my attention by asking a question so I decided to use one as my hook. Reading *Cosmo Girl* also really improved my dialogue. So, I felt like I should use a combination of questions and dialogue to start my

article. This is the hook I used: *May I take your order please? Yes I would like a number nine and coke for the drink. Would you like fries with that? This is a day-to-day conversation you would hear at a fast food restaurant.* To me this was a catchy hook that would get the reader's attention. Before reading *Cosmo Girl* I probably wouldn't have been able to come up with a hook as good as this.

When I read magazines I notice that most authors organize their ideas by sections. They do this to organize their thoughts and ideas and not confuse the reader. Reading helped me once more as I learned I could use subtitles. Subtitles helped to organize the parts of my piece where I changed ideas. I think people, especially teenagers, will benefit from reading my article like I benefited from reading *Cosmo Girl*.

Reading the book Missing May helped provoke my interest in reading and encouraged me to read other books as well. It has helped me to realize that reading is not all that bad. Now, reading in general is still not my favorite thing to do, but I don't hate it like I used to. Hopefully in the future I will read more books that inspire me as well as this one has.

Not only has reading Missing May opened me up to more reading, it has inspired me as a writer as well. I think I have done a lot better this year than I have ever done before. Don't get the wrong impression; I still have a

great deal to learn as a writer. I'm not ready to write a book or anything, but my writings have really improved because of things I read. I would still like to work on ways to begin and end my writings. I want to be able to tie the conclusion in with the hook better. Maybe reading other material rather than books will help me to do this. I can even keep a running list of hooks and ways to tie conclusions into them.

My mom was really happy that I have improved my writing skills from reading more books. I think if my teachers from last school year would take a look at my writings now, they wouldn't believe it was my work. Now I know that my teacher I have this year isn't lying when she says I'm a good writer. I used to think she was just telling me that, but now I believe her.

Confessions of a Seventh Grader*engaging title**Engaging lead creates logical context for reading*

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*awareness of audience's needs (e.g., reactions)**appropriate voice/suitable tone**effective transitions*

When I began seventh grade, all I could think was how cool middle school would be. My friends and I had always dreamed of being older so we could be cool and go to middle school. All I'd ever heard from my older brother was how many privileges you get and how awesome it is to be in middle school. So, here I am, in the great, awesome, cool, above and beyond anything middle school.

*organizes logically and effectively in paragraphs**effective transition**rich language*

But, of course, the feeling of euphoria toward middle school didn't last. Do you want to know what one of the first things my language arts

meets and maintains audience's needs (e.g., questions)

teacher assigned? It was to read a book called Missing May by Cynthia

Rylant. The first thing that crossed my mind was, *Oh man I thought it was supposed to be cool, but we're doing my least favorite thing, reading.*

*reference to literacy strand (e.g., reading)**effective transition*

After we finished the book I discovered something that shocked me. I was amazed that I was enjoying reading. It is not my all time favorite thing

to do, but the book Missing May was so good I couldn't put it down. I am still picky about things I read, but Missing May was great.

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right there with the characters. Plus, the dialogue was a lot like the way that

reference to literacy strand (e.g., watching)
the people here in eastern Kentucky speak. My language arts teacher has

always pushed me to include these types of things in my writings like

Cynthia Rylant does in hers. *- effective transition*
Now that I think about it, I didn't realize how

easy descriptive writing could be until I read Missing May. Now I have a

better understanding of what my teacher says when she talks about good

writing. *] - connection to literacy strand (reading) to writing*

Reading in general has really helped me with my writing this year. It

- analyzes literacy growth in writing
has helped me to choose more descriptive words, develop my hooks, and

work on sentence structure. When I started writing my personal piece I had

a very good idea of how to do it. Last year it was a different story. I had no

clue where to even begin. After reading Missing May, I had a better idea of

how to get people's attention and create more entertainment.

*- evaluates and analyzes growth as a writer
connects literacy strand (reading) to writing growth*

analyzes/ connects
literary experiences to
writing growth

provides appropriate
support (e.g., examples)

After reading good examples of writing I felt like using more descriptive words in my own writing. That is one of the things I do best in my memoir. In my memoir I describe what my brother's physical description looks like so that my reader could picture him in their mind. When I talk about his teeth I explain they are *pearly white* and I go into detail describing his height and eye color. I felt like that was more descriptive than just saying white by itself or saying something boring and confusing, like pitch white.

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provides
appropriate
support
(e.g., example)

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evaluation
of growth as
a writer

analyzes
of growth as
a writer through
literary strand (reading)

descriptive language

I'm really happy with my writing this year and I think my memoir shows that I have come a long way. — *evaluates writing growth*

connects literary strand to (reading) to writing growth
Reading not only helped me with my personal piece, but it helped me in my transactive writing as well. My class had to write a feature article and since we had been studying nutrition in math class our math teacher decided she would help us to write a piece about it. She showed us how to search the Internet and find the amount of calories in certain foods. By now you are probably wondering how reading a book had anything to do with nutrition.

meets and maintains audience's needs (e.g., questions)
Well, I was thinking this when my teacher told me we had to write an article; *Is she crazy?* — *appropriate voice/suitable tone*

effective transitions
When I got to thinking about it I realized Missing May had really helped me with my memoir so I decided I needed something to help me with

evaluates writing strategy
my nutrition piece as well. So I turned to magazines because I knew they were set up in article format. To help me out I read several articles from

Cosmo Girl. At first I learned to get someone to read your writing, you have to have a good hook. I decided this was the first thing I had to accomplish. I saw that they started most of their articles by asking questions. I liked the

way the author got my attention by asking a question so I decided to use one as my hook. Reading Cosmo Girl also really improved my dialogue. So, I felt like I should use a combination of questions and dialogue to start my

provides appropriate support (e.g., example)

communicates significance of literacy experience

shows decision making about writing growth

writes in complete
and varied sentences

article. This is the hook I used: *May I take your order please? Yes I would like a number nine and coke for the drink. Would you like fries with that?*

This is a day-to-day conversation you would hear at a fast food restaurant.

To me this was a catchy hook that would get the reader's attention. Before reading *Cosmo Girl* I probably wouldn't have been able to come up with a

hook as good as this.

provides
appropriate
support
(e.g., example)

connection of
literacy strand
(reading) to
writing growth

effective
transition

When I read magazines I notice that most authors organize their ideas

by sections. They do this to organize their thoughts and ideas and not

confuse the reader. Reading helped me once more as I learned I could use

subtitles. Subtitles helped to organize the parts of my piece where I changed

ideas. I think people, especially teenagers, will benefit from reading my

article like I benefited from reading *Cosmo Girl*.

analysis
of literary
experience leads
to connection
reading + writing

Reading the book Missing May helped provoke my interest in reading

and encouraged me to read other books as well. It has helped me to realize

that reading is not all that bad. Now, reading in general is still not my

favorite thing to do, but I don't hate it like I used to. Hopefully in the future

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has inspired me as a writer as well. I think I have done a lot better this year

than I have ever done before. Don't get the wrong impression; I still have a

*meets and maintains
audience's needs (e.g., reaction)*

great deal to learn as a writer. I'm not ready to write a book or anything, but my writings have really improved because of things I read. I would still like to work on ways to begin and end my writings. I want to be able to tie the conclusion in with the hook better. Maybe reading other material rather than books will help me to do this. I can even keep a running list of hooks and ways to tie conclusions into them.

*Reflection
about
writing
ability*

My mom was really happy that I have improved my writing skills from reading more books. I think if my teachers from last school year would take a look at my writings now, they wouldn't believe it was my work. Now I know that my teacher I have this year isn't lying when she says I'm a good writer. I used to think she was just telling me that, but now I believe her.

• few errors in grammar and usage

Next lessons:

- concluding effectively*
- avoiding repetitive words and phrases
(overuse of "cool")*
- experimenting with alternate ways to begin sentences*

Dear Mrs. Carpenter,

Normally around the Christmas season teachers try to do everything in their power to keep student's minds off of Christmas break. We tend to get overly excited, and concentration gets to be more of a challenge. You were different. You embraced the Holiday, and connected it to literacy. When your hand came out of your desk drawer, at first I thought you might have had a Christmas present for all of us. "Oh. It's just another book!" What I did not know, was that it *was* a Christmas present wrapped very inconspicuously in the form of a red cover, and filled with around one-hundred pages. The book was wonderful, and made my imagination go wild.

The title of the book was The Best Christmas Pageant Ever. It was about a family of children, the Herdmans, who acted horribly and stayed in trouble. Because of the promise of good food, they show up in a church and end up in the play with the leading roles. The author's mom is the director and miraculously she pulls it off, and makes the pageant great. The wise men brought ham for the baby, and the Angel was some piece of work. However, it ended up being one of the best Christmas Pageants the church had ever seen.

I can still hear your voice with its emotion, expression and feeling drawing your students in. You made the book come alive. It was a great book, but your interest in it, and laughter during it made me understand that I should not dread reading. It can be just as fun as watching television or playing basketball. I don't know if you saw a change or not, but after you read that book to us I started to want to read with expression like you. I also wanted to write with detail the way the writer of the story did.

When I write a piece, I want my audience to have a clear “mind movie” or picture of what’s happening in my story. To do this I must read with expression and write with detail. So to practice, I began writing short stories of my own. Believe it or not, I did it on my own time. I would remember the hilarity of, The Best Christmas Pageant Ever and tried to imitate its use of humor in my plot just as the author, Barbara Robinson did. More importantly, I wanted you to be able to enjoy my writing like you did those books that you read to the class. I incorporated descriptive, complex words, a humorous and exciting tone, an obvious voice, and an important purpose.

After writing my rough drafts, I would start revising. I remembered methods you had taught in class to help us with revising like TOPS which stood for, topic sentence, organization, punctuation, and spelling. Once I was done revising, I reread it several times and was pleased.

What shocked my parents and grandparents the most was the books that I read on a regular basis. That is when they started buying me books and I actually enjoyed them. I read two or three series like *Hank the Cow Dog*, *The Magic Tree House Kids*, and some of Louis Sachar’s books. With every new book I read I learned new methods of writing.

You reinforced to me that I could learn from everything I read. In Holes I learned to reflect back to old times. I used this in my personal memoir about my teddy bear and me. *The Magic Tree House* books showed me the importance of characterization. *Hank the Cow Dog* showed me the significance of using dialogue to enhance the plot (even if the main character was an animal.)

What I'm trying to say is my upward spiral of reading and writing is owed all to you. Thank you for the Christmas present. It was wonderful the moment you gave it to me, but it's even greater now!

Sincerely,

A happier reader and detailed writer

applies characteristics of genre (e.g., friendly letter)

Dear Mrs. Carpenter, — selects and targets appropriate audience

Engaging lead creates logical context for reading

Normally around the Christmas season teachers try to do everything in their power to keep student's minds off of Christmas break. We tend to get overly excited, and concentration gets to be more of a challenge. You were different. You embraced the

Holiday, and connected it to literacy. When your hand came out of your desk drawer, at first I thought you might have had a Christmas present for all of us. "Oh. It's just another book!" What I did not know, was that it was a Christmas present wrapped very inconspicuously in the form of a red cover, and filled with around one-hundred pages. The book was wonderful, and made my imagination go wild.

writes in complete and varied sentences

organizes logically and effectively in paragraphs throughout the writing

The title of the book was The Best Christmas Pageant Ever. It was about a family of children, the Herdmans, who acted horribly and stayed in trouble. Because of the promise of good food, they show up in a church and end up in the play with the leading roles. The author's mom is the director and miraculously she pulls it off, and makes the pageant great. The wise men brought ham for the baby, and the Angel was some piece of work. However, it ended up being one of the best Christmas Pageants the church had ever seen.

rich language

effective transitional element

uses appropriate voice/suitable tone communicates significance of literary experience

reference to literacy strand (listening)

I can still hear your voice with its emotion, expression and feeling drawing your students in. You made the book come alive. It was a great book, but your interest in it, and laughter during it made me understand that I should not dread reading. It can be just as fun as watching television or playing basketball. I don't know if you saw a change or not, but after you read that book to us I started to want to read with expression like you. I also wanted to write with detail the way the writer of the story did.

makes connection between literacy experience and writing growth

effective transition

- language appropriate for audience

When I write a piece, I want my audience to have a clear "mind movie" or picture

of what's happening in my story. To do this I must read with expression and write with

detail. *effective transition* So to practice, I began writing short stories of my own. Believe it or not, I did it

on my own time. I would remember the hilarity of, The Best Christmas Pageant Ever and tried to imitate its use of humor in my plot just as the author, Barbara Robinson did.

More importantly, I wanted you to be able to enjoy my writing like you did those books that you read to the class. I incorporated descriptive, complex words, a humorous and exciting tone, an obvious voice, and an important purpose. *- specific examples*

provides appropriate support details

connects literacy strand (listening, reading, writing, thinking) to writing growth

effective transition

After writing my rough drafts, I would start revising. I remembered methods you had taught in class to help us with revising like TOPS which stood for, topic sentence, organization, punctuation, and spelling. Once I was done revising, I reread it several times and was pleased.

references literacy strand (observation)

evidence of decision making to support writing growth

What shocked my parents and grandparents the most was the books that I read on a regular basis. That is when they started buying me books and I actually enjoyed them. I read two or three series like *Hank the Cow Dog*, *The Magic Tree House Kids*, and some of Louis Sachar's books. With every new book I read I learned new methods of writing.

connects literacy strand (reading) to writing growth

You reinforced to me that I could learn from everything I read. In Holes I learned to reflect back to old times. I used this in my personal memoir about my teddy bear and me. *The Magic Tree House* books showed me the importance of characterization. *Hank the Cow Dog* showed me the significance of using dialogue to enhance the plot (even if the main character was an animal.)

provides appropriate and varied examples

*maintains
audience awareness
and focused purpose*

What I'm trying to say is my upward spiral of reading and writing is owed all to *appropriate language / suitable tone* you. Thank you for the Christmas present. It was wonderful the moment you gave it to

*concludes
effectively*

me, but it's even greater now!

Sincerely,

└ A happier reader and detailed writer
*applies characteristics of
the genre*

- *few errors in grammar and correctness*

Next lessons:

- *Locating irrelevant information
(summary of book for selected audience)*

206 L... St
C..., KY 42211
April 10, 2007

Mr. Brian Jacques
Bountiful Books Publishing
2525 North Broadway
New York, NY 56325

Dear Mr. Brian Jacques,

Hello, Mr. Jacques, I am Cody C..., a 13-year-old 7th grader at T... County Middle School. If you didn't know, T... County is in Western Kentucky. I'm writing this letter to you because you're my absolute favorite author. I love the books in your Redwall series, and I've read and reread each book several times each. Personally, I like your books because they are filled with wars and adventures, and those are my type of books. When I first started reading your books in 5th grade, I found them in my school library. Instantly I was hooked on them after I finished the first book, and I immediately got another one. Your books are the best, and, even though you probably weren't thinking of it at the time, they have helped me advance in my literacy skills.

The first thing that your books have taught me is to use more vivid descriptions in my writing. Take my personal narrative, for example. Here is an excerpt from the rough draft of my personal narrative: *"The room held a chair, which looked like it was taken from a dentist's office and a flat screen TV for the younger children (not me!)."* I didn't use much description there, but here's an excerpt from the final draft: *"This room, which certainly was very unique...probably the only one of it's kind I had ever set eyes upon before, was the residence of a chair, the chair looked like it had been shipped from a dentist's office."* It's a lot more descriptive, isn't it? Description is so important because

it pulls the reader into the story. It brings them into a new world and plays out a movie in the reader's head. From reading your books, I was entangled in the enchanting story that you wove, and I felt as if I was right there with Martin, Dinny, and Gonff, and all the other Redwallers. Your descriptive stories influenced my writings, and now I can place readers in my stories, too.

Secondly, you've taught me how to use dialogue. When I read your books, there are many different dialogues that the characters speak. You use different words for different species, and it shows their personality. There's the sea-like and nautical way of speaking that the otter uses, the mumbling and sputtering of the dormouse, and the quaint, almost unreadable dialect of the mole. When I read it, it gets me in quite a jumble! Reading all of these different types of language has taught me to use a variety of unique forms of dialogue. Take this excerpt, also from my personal narrative, which contains some dialogue: *"Excellent, then you won't be nervous?" she asked me. "No Ma'am," I replied.* I know it isn't very unique dialogue, unlike your molespeak, but I couldn't think of any other way to put it. Since reading your books, I have experienced many different types of dialogue and how they help you to get to know the characters better. Now I can add some interesting dialogue to pull my readers further and further into the stories I write, just like you!

Finally, you've taught me about word choice. When reading your epic novels, full of battles and times of great terror and joy, you use a wide range of very descriptive and sophisticated words such as scrumptious, tremendous, colossal, ancient, poisonous, and many, many more. It traps me in a cocoon of adventures that almost never releases me. Your words are very descriptive and aren't plain at all. Instead of using big, you use

gigantic. When you could use meal, you change it to feast. All of these words give me a large word choice, which means I use more descriptive words instead of boring, old, plain ones. When I write a story, I make sure to include as many of these words as I can. Take this excerpt from my science poem: *"If I were a crocodile living in the Louisiana Bayou, I would hear muted silent crocodiles waiting silently for their prey, sighing moaning winds blowing through the drooping trees, and buzzing insects whistling their tranquil symphonies across the swamp."* I tried to use as many intriguing words in that stanza that I could, do you like it? In the future, as I write more stories, I'll use word choice and continue to make my readers be transfixed to the pages in front of them.

All in all, I thank you, Mr. Jacques, for your tremendous help in my progress as a good writer. I love your books, and they've been an influence to me in every way. Your stories weave a blanket of drama and conflict, of war and peace, but most of all the troubles of the Redwallers and the brave hares, ruled over by the Badger Lord at Salamandstradon. With every page, the blanket gets even thicker. I hope that, in the future, I become as great of a writer as you are, Mr. Jacques, and I hope you'll consider adding some more books in the Redwall series, for they're my absolute favorite books written by my absolute favorite author.

Sincerely,

Cody C

*While this piece was written by a 7th grade student, it demonstrates writing skill development at the 8th grade level.

applies characteristics of the genre (Business Letter)

206 L St
C , KY 42211
April 10, 2007

Mr. Brian Jacques
Bountiful Books Publishing
2525 North Broadway
New York, NY 56325

- places ideas in meaningful order throughout
- organizes logically and effectively in paragraphs throughout

Dear Mr. Brian Jacques, - selects and targets appropriate audience

Hello, Mr. Jacques, I am Cody C , a 13-year-old 7th grader at T County Middle School. If you didn't know, T County is in Western Kentucky. I'm writing this letter to you because you're my absolute favorite author. I love the books in your

Redwall series, and I've read and reread each book several times each. Personally, I like your books because they are filled with wars and adventures, and those are my type of books. When I first started reading your books in 5th grade, I found them in my school library. Instantly I was hooked on them after I finished the first book, and I immediately got another one. Your books are the best, and, even though you probably weren't thinking of it at the time, they have helped me advance in my literacy skills.

The first thing that your books have taught me is to use more vivid descriptions in my writing. Take my personal narrative, for example. Here is an excerpt from the rough draft of my personal narrative: "The room held a chair, which looked like it was taken from a dentist's office and a flat screen TV for the younger children (not me!)." I didn't use much description there, but here's an excerpt from the final draft: "This room, which certainly was very unique...probably the only one of it's kind I had ever set eyes upon before, was the residence of a chair, the chair looked like it had been shipped from a dentist's office." It's a lot more descriptive, isn't it? Description is so important because

audience awareness

demonstrates appropriate language for audience

it pulls the reader into the story. It brings them into a new world and plays out a movie in the reader's head. From reading your books, I was entangled in the enchancing story that you wove, and I felt as if I was right there with Martin, Dinny, and Gonff, and all the other Redwallers. Your descriptive stories influenced my writings, and now I can place readers in my stories, too.

rich language

> connects literacy experience to writing growth

audience awareness

Secondly, you've taught me how to use dialogue. When I read your books, there are many different dialogues that the characters speak. You use different words for

different species, and it shows their personality. There's the sea-like and nautical way of speaking that the otter uses, the mumbling and sputtering of the dormouse, and the quaint, almost unreadable dialect of the mole. When I read it, it gets me in quite a

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uses appropriate voice/suitable tone

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Ma'am," I replied. I know it isn't very unique dialogue, unlike your molespeak, but I couldn't think of any other way to put it. Since reading your books, I have experienced

appropriate language

provides appropriate support (examples)

many different types of dialogue and how they help you to get to know the characters better. Now I can add some interesting dialogue to pull my readers further and further into the stories I write, just like you!

> connects literacy strand (reading) to writing growth

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rich language

rich language / voice

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provides appropriate support (details)

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provides appropriate support (details)

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demonstrates rich language/appropriate voice/suitable tone

concludes effectively

Sincerely,

applies characteristics of genre (letter)

Cody C.

few errors in grammar and correctness

Next lessons:

- creating an engaging lead
- using a variety of transitional elements effectively

While this sample was written by a 7th grade student, it demonstrates writing skill development at the 8th grade level.